

Georgia Southern University

Digital Commons@Georgia Southern

Georgia International Conference on
Information Literacy

Oct 10th, 10:00 AM - 11:30 AM

The Proof is in the Worksheets: Assessing Information Literacy Outcomes from Library Instruction in an Evolved FYE Program

Robin Johns Grant

Middle Georgia State College, robin.grant@mga.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gaintlit>



Part of the [Curriculum and Instruction Commons](#), and the [Information Literacy Commons](#)

Recommended Citation

Grant, Robin Johns, "The Proof is in the Worksheets: Assessing Information Literacy Outcomes from Library Instruction in an Evolved FYE Program" (2014). *Georgia International Conference on Information Literacy*. 32.

<https://digitalcommons.georgiasouthern.edu/gaintlit/2014/2014/32>

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.



The Proof is in the Worksheets

Assessing Information Literacy Outcomes from Library
Instruction in an Evolved FYE Program

Robin Johns Grant, Middle Georgia State College

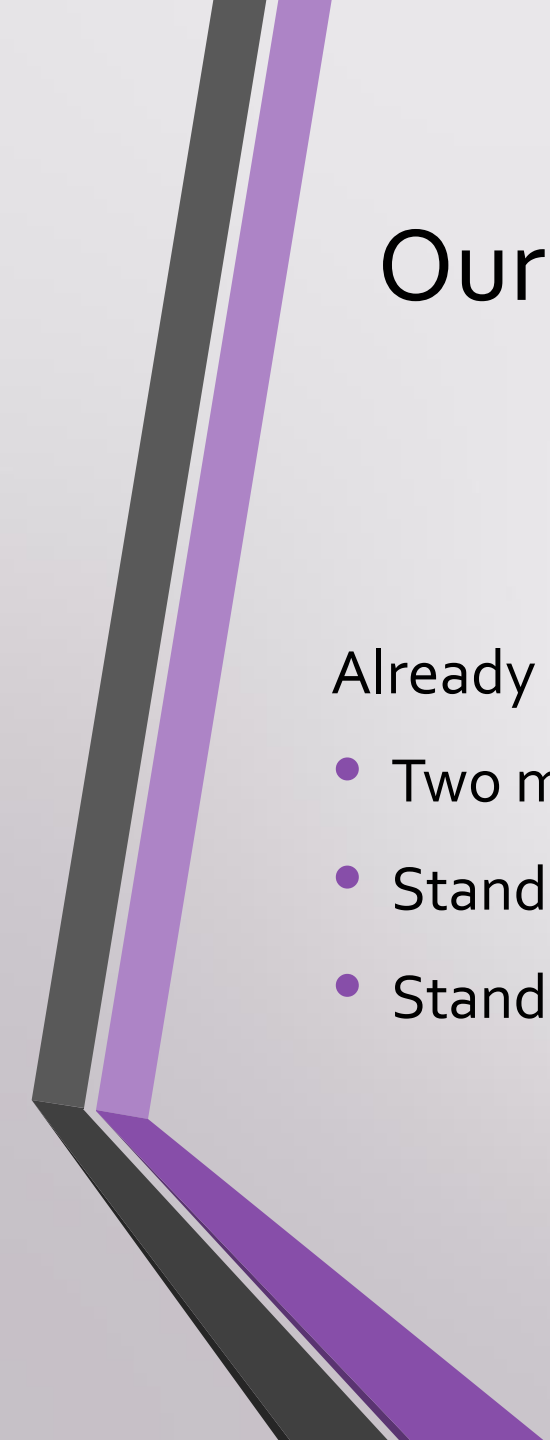
robin.grant@mga.edu

Past instruction assessment

- Post-instruction student evaluations
- Opinion questions: was this class helpful? Was the librarian understandable?
- Open-ended comment section

Tying assessment to ACRL info lit standards

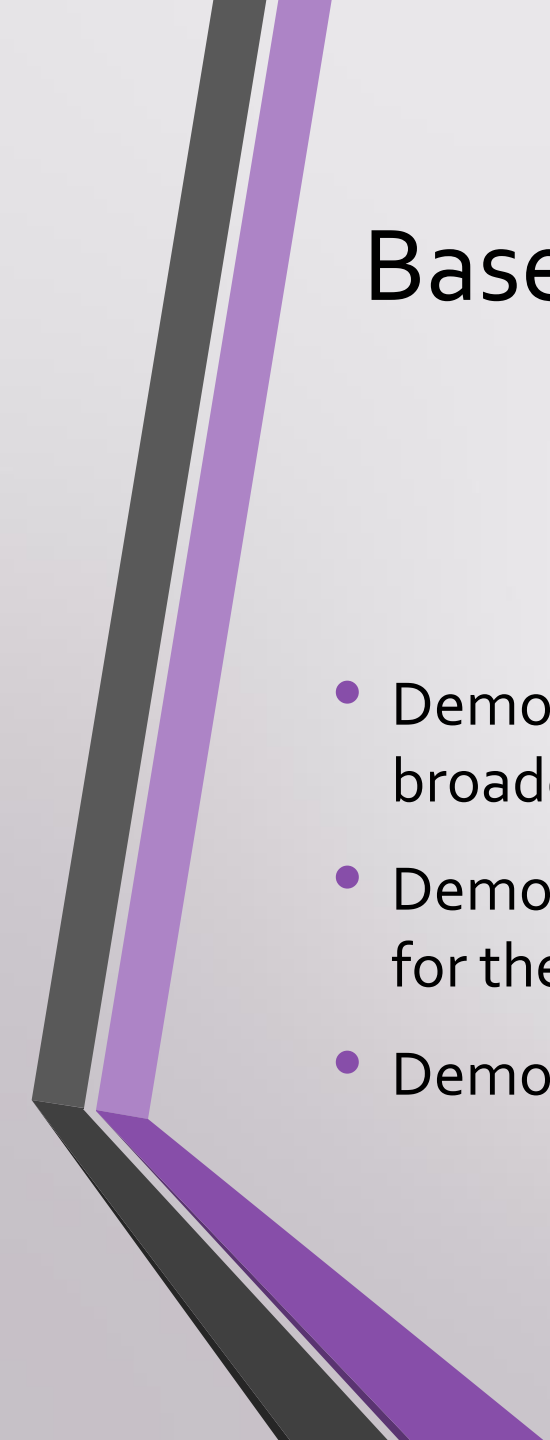
- Tying assessment to ACRL standards seemed more useful
 - ACRL Standards, Performance Indicators & Outcomes:
<http://www.ala.org/acrl/standards/informationliteracycompetency#stan>
- Would involve student learning outcomes rather than student opinions
- Completely new undertaking for us



Our First-Year Experience Program seemed a good place to start

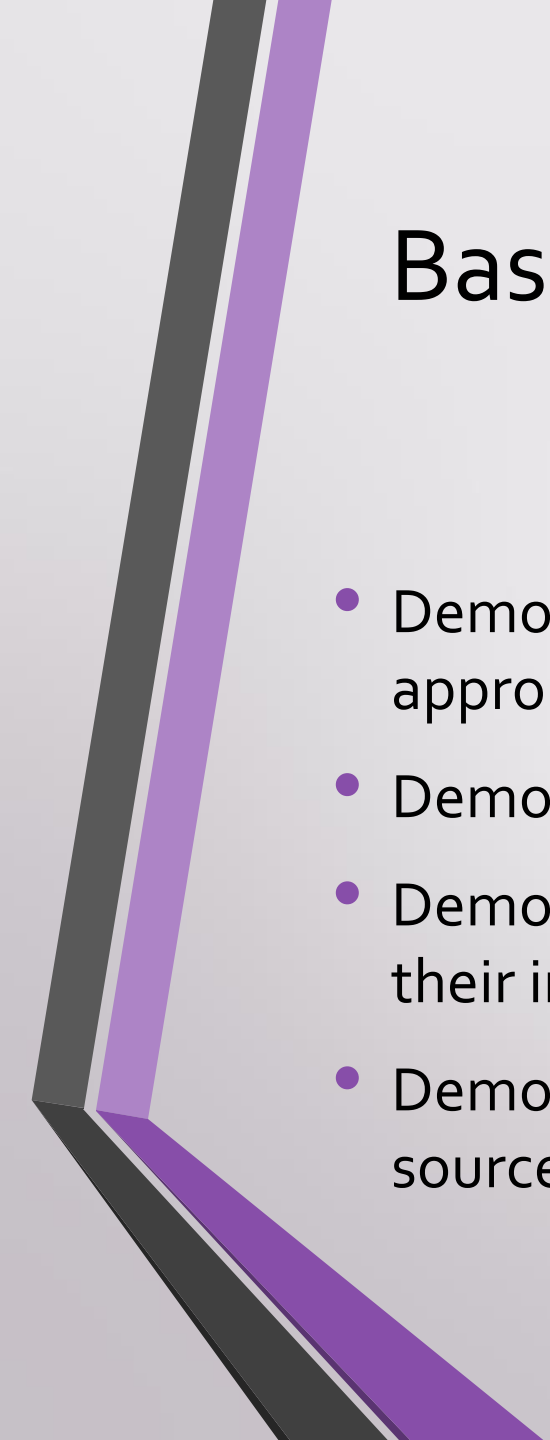
Already in place:

- Two mandatory library instruction sessions
- Standardized outline of content for each session
- Standardized worksheet for each session




Based on ACRL standards, we identified three learning outcomes for Session I

- Demonstrate an understanding of the concept of keyword searching to broaden or narrow a topic.
- Demonstrate an understanding of evaluating a book for its appropriateness for their information need.
- Demonstrate an understanding of how to locate books in the library



Based on ACRL standards, we identified four learning outcomes for Session II

- Demonstrate the ability to evaluate a website for trustworthiness and appropriateness for their information need.
- Demonstrate the ability to locate an article in an online library database.
- Demonstrate the ability to evaluate an article for its appropriateness for their information need.
- Demonstrate an understanding of the value of scholarly information sources.



Based on the learning outcomes, we then developed:

- New teaching outlines for each session
- New activity worksheets for each session
- Scoring rubrics for each session

Learning Outcome	Excellent (4)	Good (3)	Fair (2)	Weak (1)
Demonstrate an understanding of the concept of keyword searching to broaden or narrow a topic.	Provides at least two terms that would broaden AND two to narrow their assigned topic.	Provides at least one term that would broaden AND one to narrow their assigned topic.	Provides at least one term that would broaden OR narrow their assigned topic.	Provides no terms to broaden or narrow their assigned topic.
Demonstrate an understanding of evaluating a book for its appropriateness for their information need.	Provides all of the following: Sound discussion of the book's currency; author's credentials; intended audience; factual information vs. bias	Provides most of the following: sound discussion of the book's currency; author's credentials; intended audience; factual information vs. bias	Provides some of the following: sound discussion of the book's currency; author's credentials; intended audience; factual information vs. bias	Provides little or none of the following: sound discussion of the book's currency; author's credentials; intended audience; factual information vs. bias
Demonstrate an understanding of how to locate books in the library.	Does all of the following: Identifies GIL as the resource to look for books; physically locates a call number in the library and/OR fully describes on the worksheet where the book would be located.	Does most of the following: Identifies GIL as the resource to look for books; physically locates a call number in the library and/OR fully describes on the worksheet where the book would be located.	Does some of the following: Identifies GIL as the resource to look for books; physically locates a call number in the library and/OR fully describes on the worksheet where the book would be located.	Does little or none of the following: Identifies GIL as the resource to look for books; physically locates a call number in the library and/OR fully describes on the worksheet where the book would be located.

Learning Outcome	Excellent (4)	Good (3)	Fair (2)	Weak (1)
Demonstrate the ability to evaluate a website for trustworthiness and appropriateness for their information need.	Provides all of the following: sound discussion of the website's currency, accuracy, source, bias (or lack thereof), and authority.	Provides most of the following: sound discussion of the website's currency, accuracy, source, bias (or lack thereof), and authority.	Provides some of the following: sound discussion of the website's currency, accuracy, source, bias (or lack thereof), and authority.	Provides little or none of the following: sound discussion of the website's currency, accuracy, source, bias (or lack thereof), and authority.
Demonstrate the ability to locate an article in an online library database.	Provides all three of the following: Title of an article; name(s) of author; and name of database.	Provides at least two of the following: Title of an article; name(s) of author; and name of database.	Provides at least one of the following: Title of an article; name(s) of author; and name of database.	Provides none of the following: Title of an article; name(s) of author; and name of database.
Demonstrate the ability to evaluate an article for its appropriateness for their information need.	Provides all of the following: sound discussion of the article's currency, authority, and intended audience; and identification as scholarly or popular.	Provides most of the following: sound discussion of the article's currency, authority, and intended audience; and identification as scholarly or popular.	Provides some of the following: sound discussion of the article's currency, authority, and intended audience; and identification as scholarly or popular.	Provides little or none of the following: sound discussion of the article's currency, authority, and intended audience; and identification as scholarly or popular.
Demonstrate an understanding of the value of scholarly information sources.	Identifies journal articles as the most authoritative source of information for a research paper and gives at least two sound supporting reasons.	Identifies journal articles as the most authoritative source of information for a research paper and gives at least one sound supporting reason.	Identifies journal articles as the most authoritative source of information for a research paper and gives no sound supporting reasons.	Does not identify journal articles as the most authoritative source of information for a research paper and gives no supporting reasons.



Conducting the assessment

- The prep work was done in summer of 2013.
- We conducted the assessment during the 2013-14 fall and spring terms.
- Our measure of success would be 80% of students scoring 3 or better on each learning outcome/performance indicator.



Results

Session I Results, 2013-14

Learning Outcome	Total # students (n)	# Excellent (4.0)	% Excellent	# Good (3.0-3.9)	% Good	# Fair (2.0-2.9)	% Fair	# Weak (1.0-1.9)	% Weak	% 3.0 & Above
Demonstrate an understanding of the concept of keyword searching to broaden or narrow a topic.	1215	609	50.12%	306	25.19%	226	18.60%	74	6.09%	75.31%
Demonstrate an understanding of evaluating a book for its appropriateness for their information need.	1215	359	29.55%	518	42.63%	261	21.48%	77	6.34%	72.18%
Demonstrate an understanding of how to locate books in the library.	1215	565	46.50%	399	32.84%	189	15.56%	62	5.10%	79.34%

Session II Results 2013-14

Learning Outcome	Total # students (n)	# Excellent (4.0)	% Excellent	# Good (3.0-3.9)	% Good	# Fair (2.0-2.9)	% Fair	# Weak (1.0-1.9)	% Weak		% 3.0 and above
Demonstrate the ability to evaluate a website for trustworthiness and appropriateness for their information need.	1086	193	17.77%	367	33.79%	329	30.29%	197	18.14%		51.57%
Demonstrate the ability to locate an article in an online library database.	1086	605	55.71%	365	33.61%	90	8.29%	26	2.39%		89.32%
Demonstrate the ability to evaluate an article for its appropriateness for their information need.	1086	175	16.11%	452	41.62%	351	32.32%	108	9.94%		57.73%
Demonstrate an understanding of the value of scholarly information sources.	1086	139	12.80%	313	28.82%	181	16.67%	453	41.71%		41.62%

FYE Session I Worksheet Totals / Fall 2013											For Assessment; % 3.0 & Above
Learning Outcome	Total # students (n)	# Excellent (4.0)	% Excellent	# Good (3.0-3.9)	% Good	# Fair (2.0- 2.9)	% Fair	# Weak (1.0-1.9)	% Weak		
Demonstrate an understanding of the concept of keyword searching to broaden or narrow a topic.	772	370	47.9	207	26.8	143	18.5	52	6.7		
Demonstrate an understanding of evaluating a book for its appropriateness for their information need.	772	217	28.1	336	43.5	167	21.6	52	6.7		
Demonstrate an understanding of how to locate books in the library.	772	334	43.2	262	33.9	129	16.7	47	6		
FYE Session I Worksheet Totals / Spring 2014											
Learning Outcome	Total # students (n)	# Excellent (4.0)	% Excellent	# Good (3.0-3.9)	% Good	# Fair (2.0- 2.9)	% Fair	# Weak (1.0-1.9)	% Weak		
Demonstrate an understanding of the concept of keyword searching to broaden or narrow a topic.	443	239	53.95%	99	22.35%	83	18.74%	22	4.97%		
Demonstrate an understanding of evaluating a book for its appropriateness for their information need.	443	142	32.05%	182	41.08%	94	21.22%	25	5.64%		
Demonstrate an understanding of how to locate books in the library.	443	231	52.14%	137	30.93%	60	13.54%	15	3.39%		

FYE Session II Worksheet Totals / Fall 2013												For Assessment
Learning Outcome	Total # students (n)	# Excellent (4.0)	% Excellent	# Good (3.0-3.9)	% Good	# Fair (2.0-2.9)	% Fair	# Weak (1.0-1.9)	% Weak			% 3.0 & Above
Demonstrate the ability to evaluate a website for trustworthiness and appropriateness for their information need.	655	84	12.8%	203	30.9%	208	31.8%	160	24.4%			43.7%
Demonstrate the ability to locate an article in an online library database.	655	390	59.5%	192	29.3%	60	9.1%	13	1.9%			88.8%
Demonstrate the ability to evaluate an article for its appropriateness for their information need.	655	116	17.7%	280	42.7%	187	28.5%	72	10.9%			60.4%
Demonstrate an understanding of the value of scholarly information sources.	655	90	13.7%	133	20.3%	57	8.7%	375	57.2%			34.0%
FYE Session II Worksheet Totals / Spring 2014												
Learning Outcome	Total # students (n)	# Excellent (4.0)	% Excellent	# Good (3.0-3.9)	% Good	# Fair (2.0-2.9)	% Fair	# Weak (1.0-1.9)	% Weak			
Demonstrate the ability to evaluate a website for trustworthiness and appropriateness for their information need.	431	109	25.3%	164	38.1%	121	28.1%	37	8.6%			63.3%
Demonstrate the ability to locate an article in an online library database.	431	215	49.9%	173	40.1%	30	7.0%	13	3.0%			90.0%
Demonstrate the ability to evaluate an article for its appropriateness for their information need.	431	59	13.69%	172	39.91%	164	38.05%	36	8.35%			53.6%
Demonstrate an understanding of the value of scholarly information sources.	431	49	11.37%	180	41.76%	124	28.77%	78	18.10%			53.1%

Analysis of Results

- There were gaps between measures of success and results except in Session II, locating an article in an online database
- Session I, locating a book in the library, came within .7% of meeting the goal.
- Both of these dealt with locating information—articles and books, respectively.
- Locating information does not seem to be as difficult for students as evaluating information.
- With one exception (evaluating an article), results for all other measures of success improved from fall 2013 to spring 2014.
- At the end of fall 2013, based on librarian-instructors' feedback, worksheets were revised and questions made clearer, which probably is reflected in the improved scores.

Future Plans

This assessment project will be repeated with the following revisions:

- Additional librarian-instructor training.
- Examination of worksheets and rubrics to see if there is a need for more clarification.
- Possible tutorials or assignments for students to complete before they come to library instruction, to give them extra time to work on the more difficult skills involved in evaluating information.